

Dale's Cone of Experience

EDG14 Developing learning resources II
Graduate Certificate in Teaching
Tonga Institute of Education

Vilimaka Foliaki
Institute of Education
The University of the South Pacific
Tonga Campus, TONGA

*Tell me and I shall forget
Show me and I may remember
Involve me and I will understand*

Confucius

Objectives

- We design a variety of learning resources
- A chance for students to:
 - learn new ideas (expand/refine prior knowledge)
- How effective are our learning resources?
- Dale's Cone of Experience
 - Ensure our activities and resources help to maximise learning

Edgar Dale (1900 – 1985)

- An American educationist
- Researched audio/visual tools in teaching
- Cone of Experience
 - Students were taught using different modes/strategies
 - Tested retention after 6 weeks
 - Found that retention is related to strategies used in teaching:
 - Using verbal symbols (e.g. Lecture) - 5% retained
 - Reading and demonstration - less than 30% retained
 - Direct experience with phenomenon - more than 90% retention

Students generally
remember

10% of what they Read

20% of what they Hear

30% of what they See

50% of what they hear
and see

70% of what they
say and write

90% of what
they do

Students are able to:
(Learning outcomes)

Read

Hear

View Images

Watch Video

Attend Exhibit/Sites

Watch A Demonstration

Participate in Hands-On Workshop

Design Collaborative Lessons

Simulate or Model a Real Experience

Design/Perform a Presentation - Do The Real Thing

Define
List

Describe
Explain

Demonstrate
Apply
Practice

Analyze
Design
Create
Evaluate

More:

Student
engagement

Contextualised

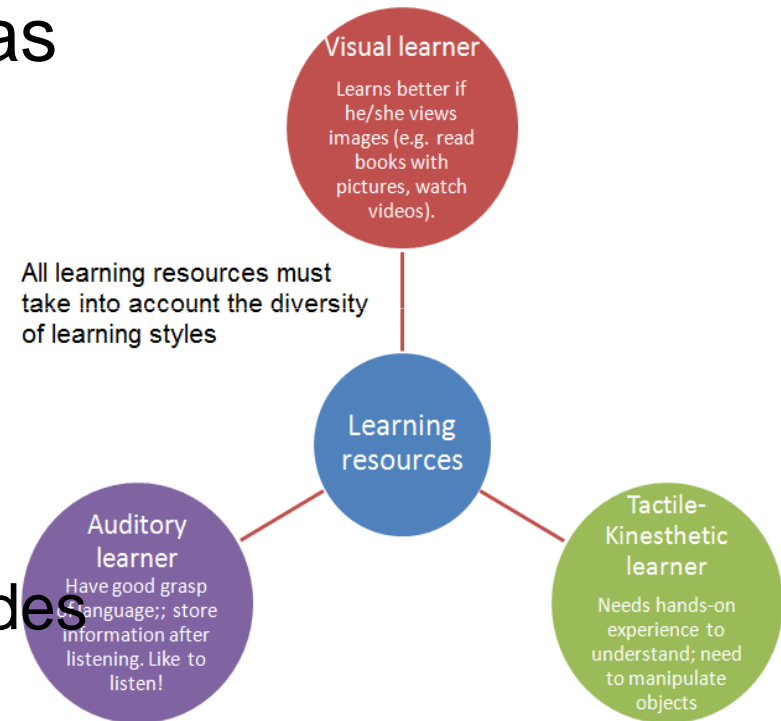
“Real-life”

Dale's Cone of Experience

Adapted from: Raymond S. Pastore (2005). Principles of Teaching website. Available
at: <http://teacherworld.com/pot.html>

Conclusion

- Engage as many senses as possible (most important)
- Consider also these:
 - Context (local, global)
 - Different learning styles
 - Multiple intelligences
 - Jerome Bruner's Three modes of representation (enactive, iconic, symbolic)
 - Piaget's Developmental



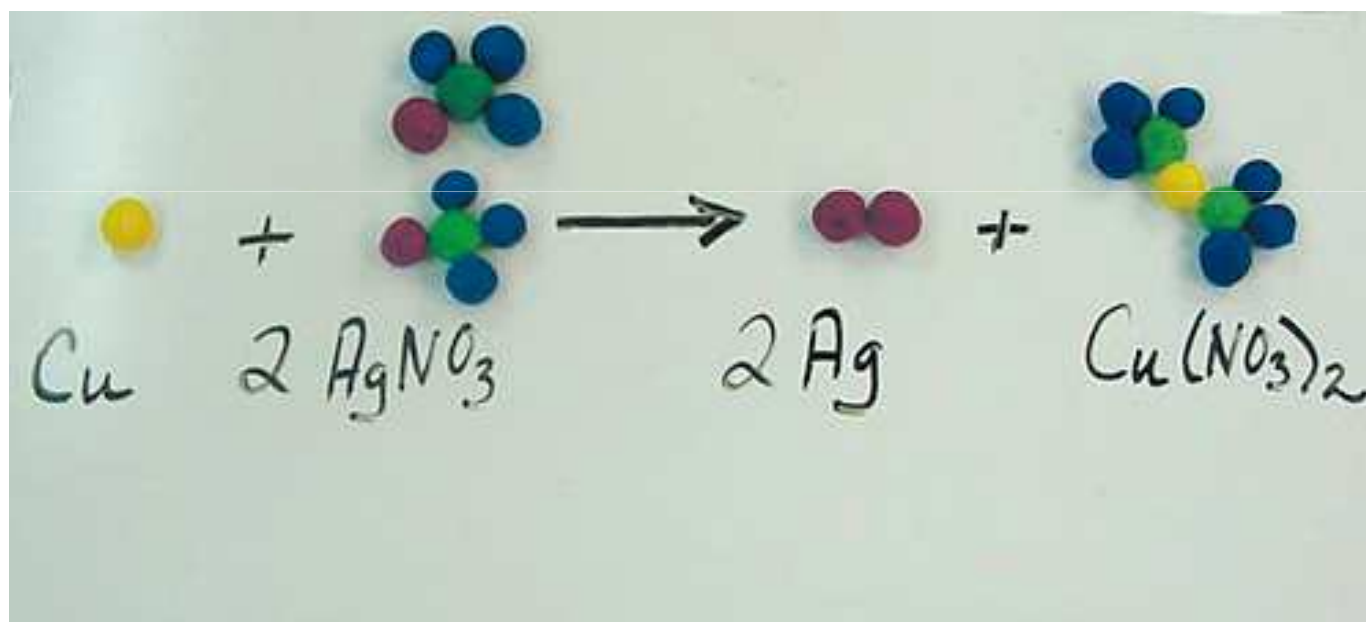
Criteria for constructing Visual-aids

1. Strong (sturdy)
2. There is movement involved (e.g. parts that move; students are moving parts about)
3. Students are able to handle it
4. Large enough to be seen from distance
5. Accurate
6. Cheap and available
7. Colourful and attractive

Make sure visual resource is strong



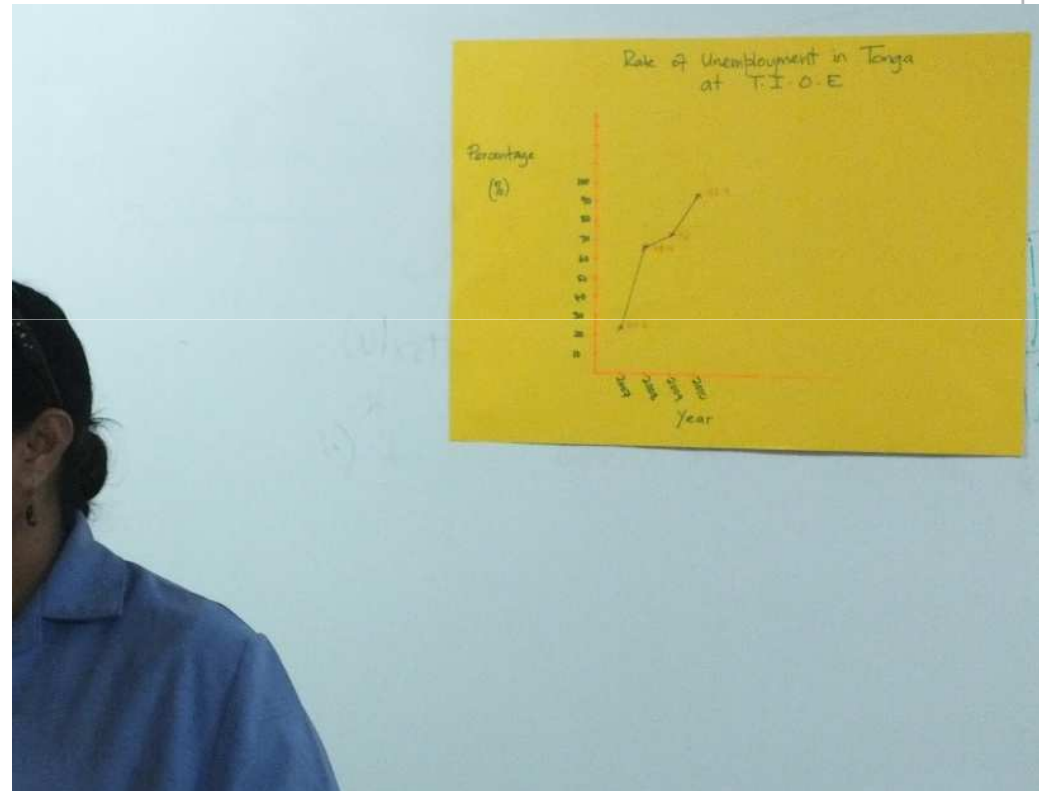
There is movement in the parts



Students are able to handle it!



Large enough to be seen from a distance



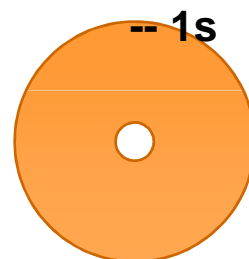
Accurate

- When possible, use the REAL-THING
- If not, use accurate representation of the 'real thing'
- May need further research

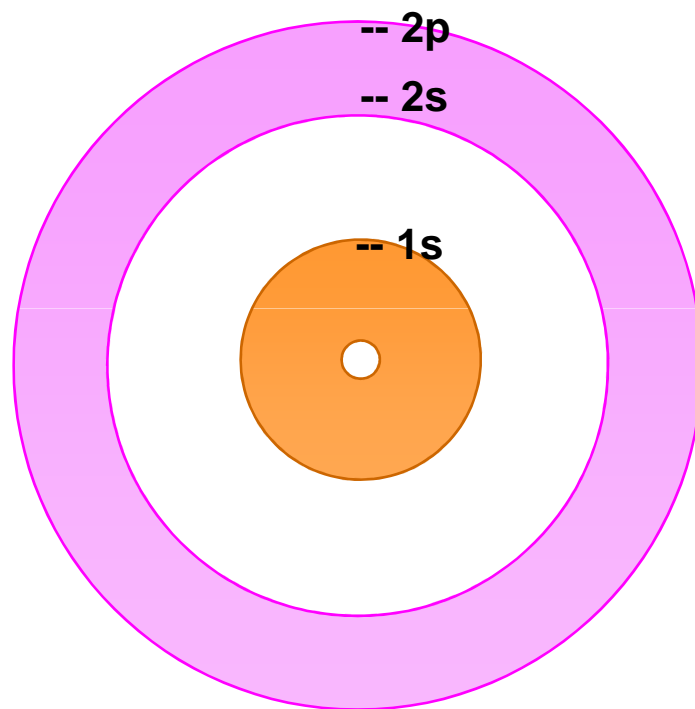
Cheap and available



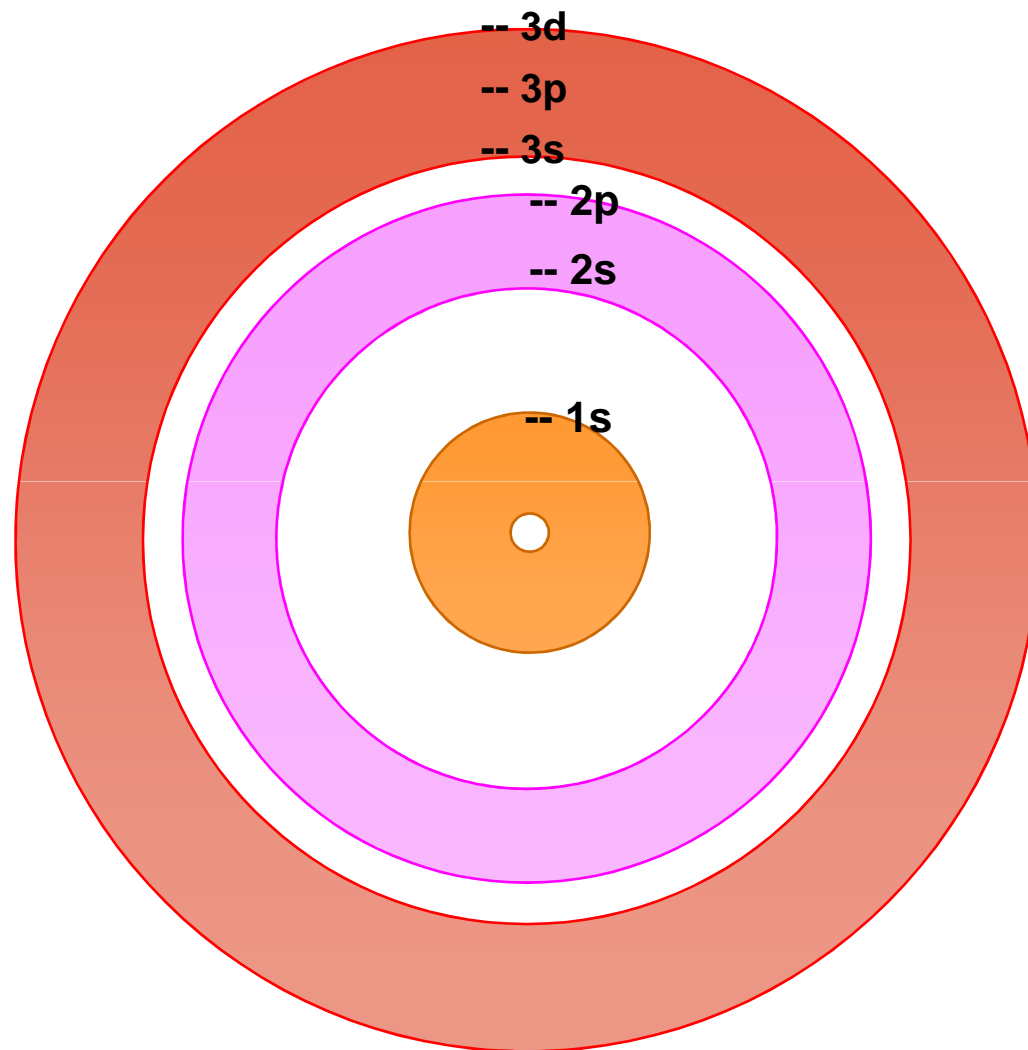
Colourful and
attractive



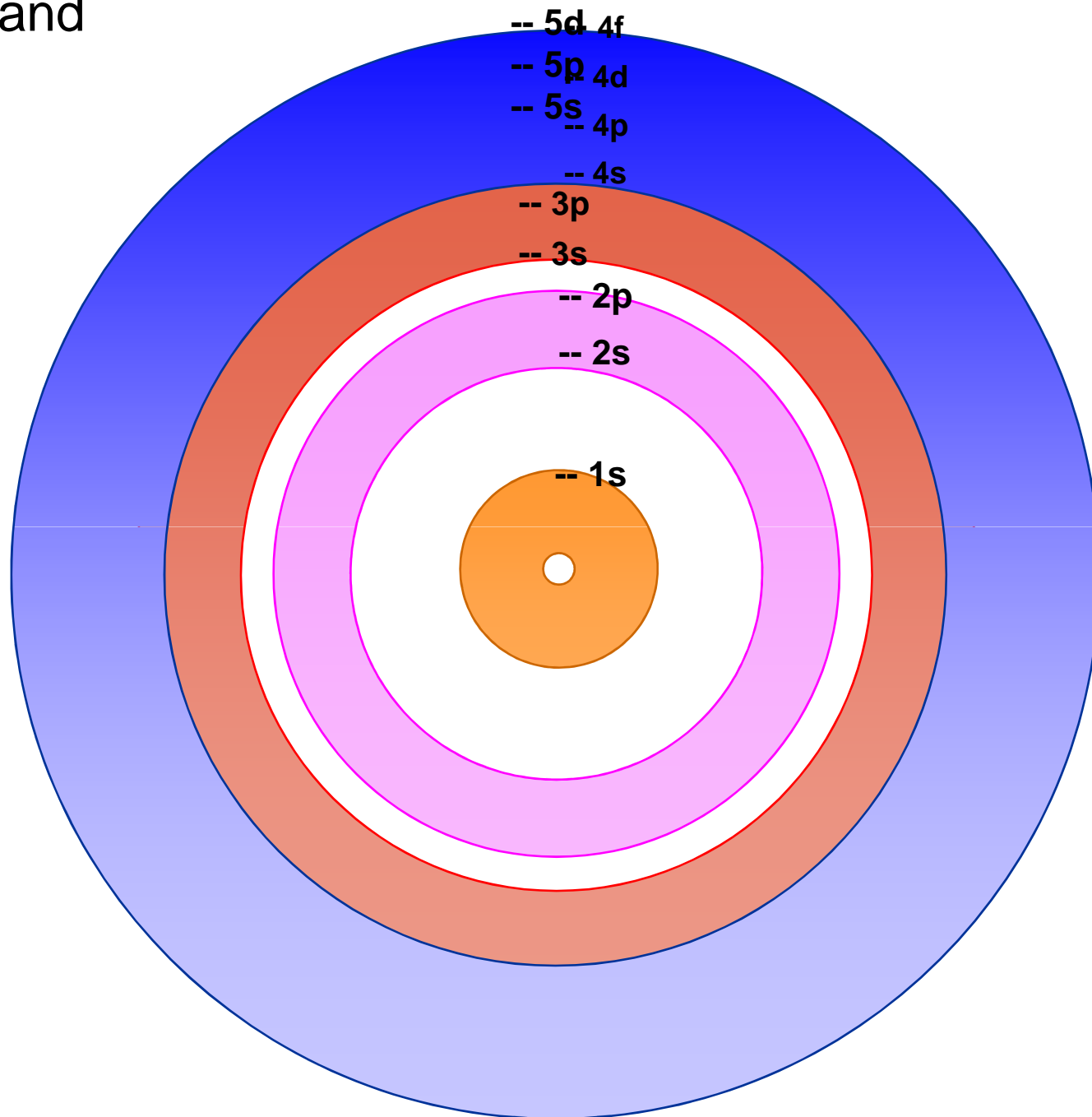
Colourful and
attractive



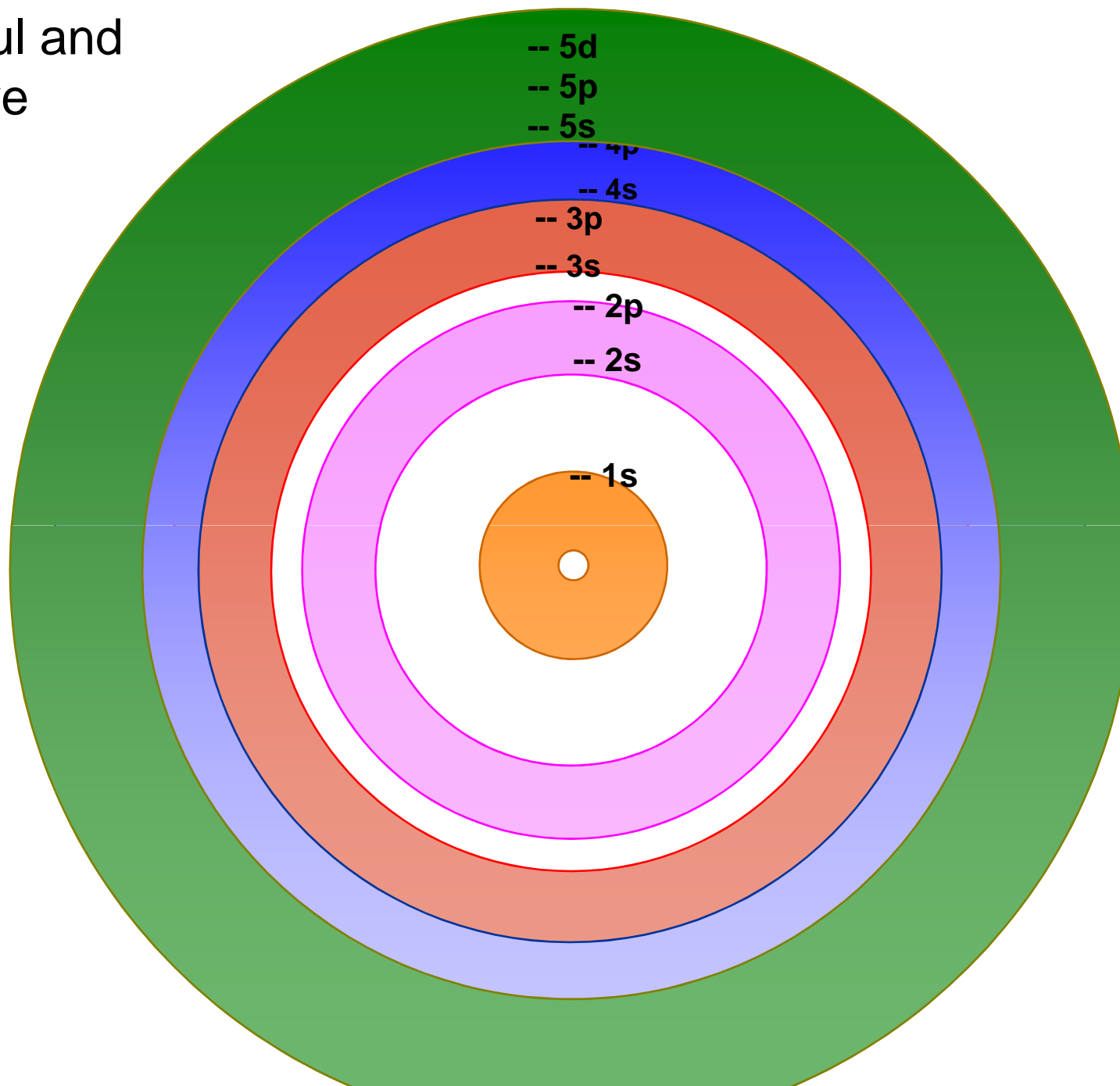
Colourful and
attractive



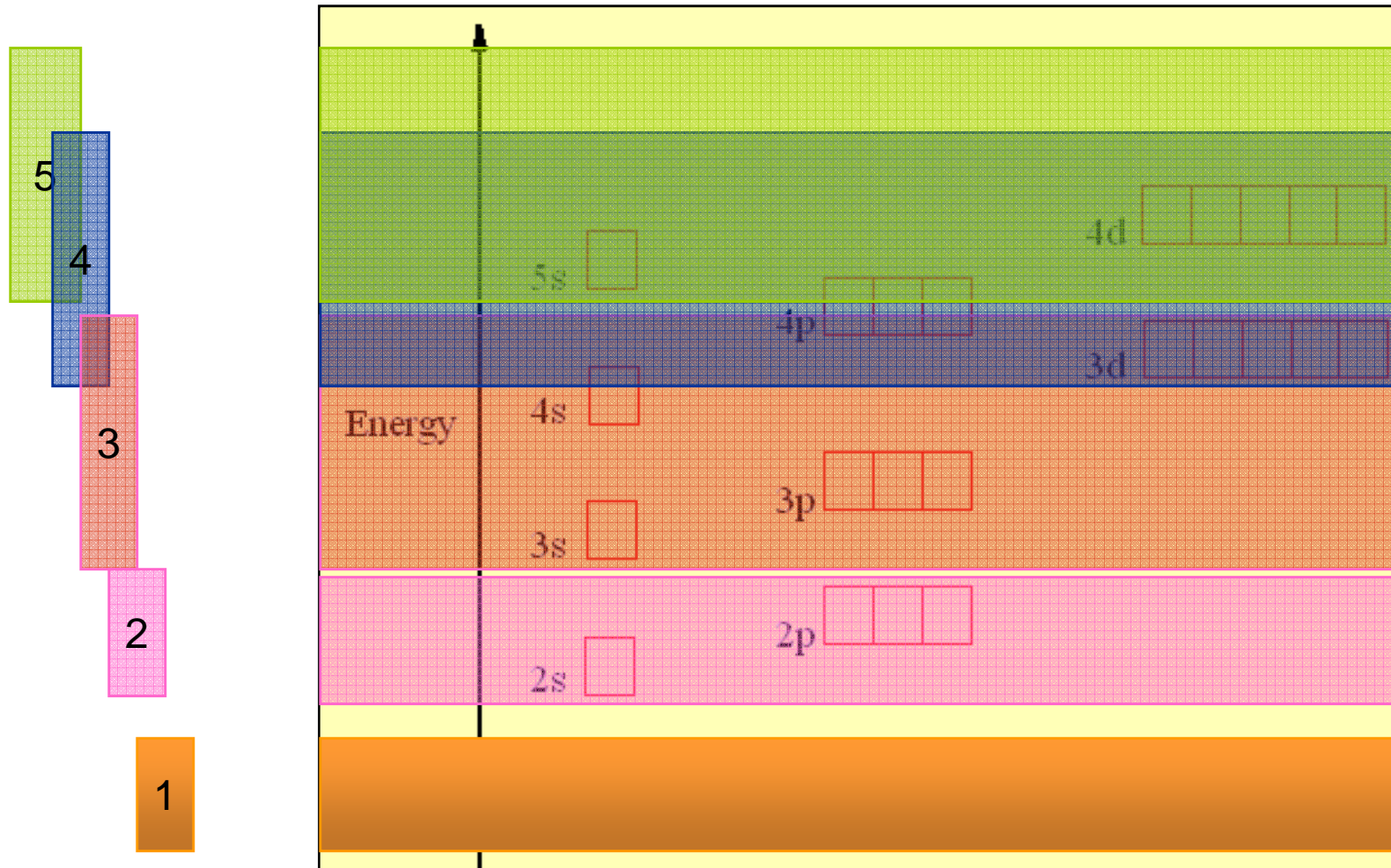
Colourful and
attractive

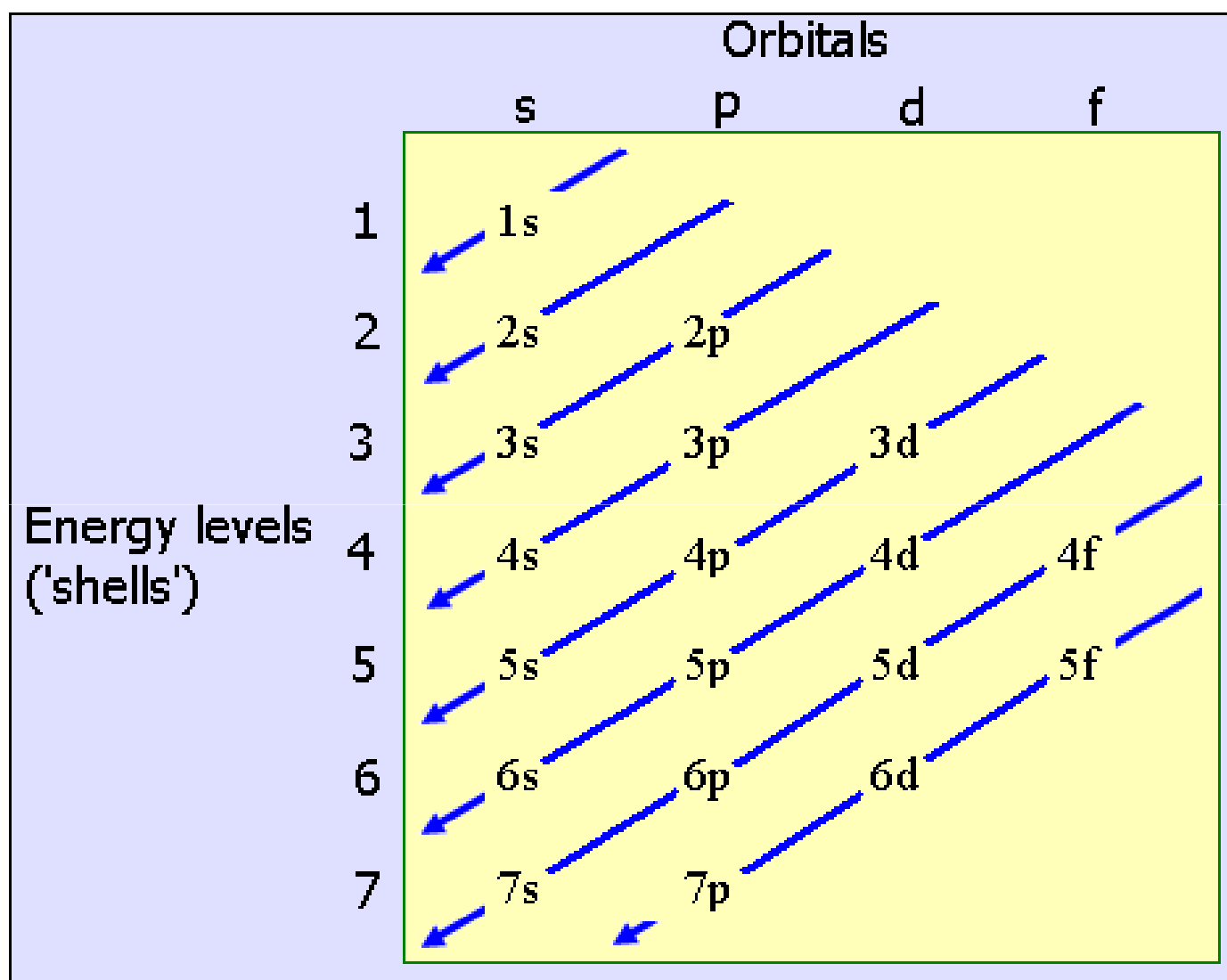


Colourful and
attractive



Relative energies of orbitals





Cheap and available

